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ABSTRACT

In 1978-79, a study was conducted of students enrolled in the Community and Technical College at the University of Akron to test for discriminative relations between male and female students, nontraditional (25 years of age and older) and traditional students, and persisters and nonpersisters. A questionnaire distributed to students who were enrolled in fall 1978, and either returned or failed to return for the spring 1979 semester, yielded response rates of 21% for nonpersisters and 28% for persisters. Study findings included the following: (1) 90.1% of the nonpersisting traditional students were seeking an associate degree, compared to 72.5% of the nontraditional students; (2) in comparison to traditional-aged persisters, nontraditional persisters tended to be more satisfied with the university, enrolled more often in evening classes and on a part-time basis, enrolled for less hours, and lived closer to the school; and (3) respondents had higher achievement test scores and high school grade point averages, and enrolled for more course work than nonrespondents. A three-page reference list and extensive data tables are appended. (LAL)

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# STATISTICAL COMPARISON OF GENDER DIFFERENCES AND STOPOUTS/DROPOUTS IN THE TWO-YEAR COLLEGE

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**ABSTRACT**

Community and Technical College students enrolled at The University of Akron during the 1978-1979 academic year were divided into persisters and nonpersisters, once those students who were placed on academic probation were removed from the study. These students were given modified NCHEMS questionnaires for program completers or program noncompleters. In addition selected demographic variables from the student master file were tested, along with the questionnaire responses, in 198 research hypotheses using multiple linear regression and corrected for multiple comparisons. Results indicate that only 19 hypotheses were found to significantly discriminate between male traditional and non-traditional student, as well as, between female traditional and nontraditional students. Both male and female nontraditional students appeared to be more satisfied with certain university functions, and enrolled for less hours, more part-time and evening classes than their traditional counterparts.

## INTRODUCTION

Dropping out of college and its related academic problems has been a much researched topic, as evidenced by the magnitude of recent dissertations on the subject. Much of this research has too often focused on counting numbers and establishing causal relationships when, in fact, there may be none. Alexander W. Astin (1975), a pioneer in the attrition and retention field, pointed to the fact that much of this research has not clearly revealed which factors influence students to leave or how these factors might be controlled by those with a vested interest in preventing students from leaving. According to Summerskill (1962), previous research arose chiefly in institutional or administrative concerns, and only rarely has the process of attrition been analyzed in psychological or sociological terms.

Since most universities are facing, or will be facing, declining enrollments—"perhaps the biggest concern of college administrators and faculty members during 1970s" (Astin, 1975, p. 2), adjustments to this trend are especially difficult. This adjustment is also compounded by the fact that many public and private institutions have become accustomed in the 1960s to rapid expansion (Astin, 1975; Summerskill, 1962). Although college administrators and faculty members have traditionally seen recruitment as the principal means to keeping enrollments high, an equally promising approach to this problem is to reduce the dropout rate.

Demographic data collection and its statistical manipulation traditionally has been a major technique in the analysis of college student attrition rates (Astin, 1969, 1971, 1975; Bayer, 1968; Bayer, et al., 1973; Clegg, Prichard, & Weigard, 1979; Cope & Hannah, 1975; Gorter, 1978; Summerskill, 1962; Tibby, Hirabayashi, Olson, & Peterson, 1978; Tweddale, 1978). Most of the attrition appears to be during the first year and among those who are academically less talented (Cope, 1978; Cope & Hannah, 1975; Sexton, 1965).

In terms of sex, women have been found to have a slightly higher probability of completing their bachelor's degree in four years than men (Astin, 1972; Roger & Creager, 1976). This implies that women tend to graduate on schedule more often than men, but men are more likely to complete degree requirements (Cope & Hannah, 1975; Tinto & Cullen, 1973). However, several studies over the years suggested that there is not a significant difference between attrition rates among men and women (Iffert, 1958, Summerskill, 1962; Summerskill & Darling, 1955). Summerskill (1962, p. 632), suggested that men and women students withdraw at similar rates "does not mean they withdraw for similar reasons." Astin (1969 p. 221) in a study of 6,660 high aptitude students found that women had a significantly higher dropout rate than men. Astin found that male dropouts were more inclined to check doubts about the appropriate course of study, poor academic performance, and dissatisfaction with being a student as their reasons for leaving. Female dropouts, on the other hand, are more likely to check family responsibilities and money.

Astin (1975, p. 12) in a more recent study dealing with the class of 1968 entering freshmen, 681,281 of which were male and 500,611 of which were female, found that women were "more likely than men to complete the Bachelor's degree in four years." Astin found that even including those students who did have a degree at the end of four years, but were enrolled continuously since 1968 and at the time of the study were currently enrolled, women showed a higher persistence rate. Interestingly, though, Astin found that the graduate school attendance rate is about three percent higher among men than among women. Clearly, according to Astin, the relative loss of women in the transition from undergraduate to graduate study is substantial. Of course, this issue is complex and outside the confines of this study.

Research findings conducted by Cope and Hannah (1975, p. 60-61) revealed that academic ability was the best indicator of the likelihood a student will return to higher education. However, according to Cope and Hannah, the cause of withdrawal is also a good indicator of whether or not the student will return. Those students citing marriage and job opportunities are least likely to return, while those students citing personal problems or lack of goals are most likely to return. Sexton (1965, p. 302) supported these findings in his research and found that in most withdrawal studies, the time of dropping out was found to be significant as well as the reason for leaving. Sexton discovered that for the majority of students, the first year was the most

difficult in terms of persistence. Although academic, financial, and family problems rank relatively high as possible reasons for withdrawal, other reasons need to be investigated in order to more fully understand the "why's" of student persistence and nonpersistence, regardless of college enrollment. Gorter (1978) in a research effort to study nonreturning students at Mercer County Community College in Trenton, New Jersey, found that the two most frequently given reasons for not returning included financial difficulties and getting a good job.

Along similar lines of research, Slark (1978, p. 2) also conducted a site specific survey to review the more important reasons for nonpersistence. The largest concentrations of reported reasons were the desired class was closed, going to another school, class of interest was not offered, class not offered at a convenient time, and lost interest.

Astin (1975), in a large and comprehensive study, found that the most frequent reasons for dropping out for both men and women included boredom with courses, financial difficulties, and dissatisfaction with collegiate requirements or regulations. Women gave marriage, pregnancy or other family responsibilities more often than any other stated reason.

Panos and Astin (1968, p. 62) reported in a large national study that the major reasons for leaving the college of matriculation in 1961 varied somewhat by sex. Males cited dissatisfaction with college environment, wanted time to reconsider interests and goals, and could not afford cost of school

most often as major reasons for withdrawal. Females stated marriage, dissatisfaction with college environment, and changed career plans as the major reasons for leaving.

A more traditional approach taken in student attrition studies at the post-secondary educational level is the comparison of persistent and nonpersistent students by age. Age at matriculation studies have shown no consistently conclusive findings. Studies at three different colleges have shown similar attrition rates for both younger and older students (Gable, 1975; Suddarth, 1975; Thompson, 1953). Summerskill and Darling (1955) suggested from research results done at other colleges that older students are somewhat less likely to graduate than their younger counterparts. This trend has been supported by both Newman (1965) and Trent and Medsker (1967). A study of nonreturning students completed by the Office of Institutional Analysis (Tweddale, 1978) based on a survey of students enrolled Fall, 1977, who did not re-enroll Winter, 1978, in seven colleges, found that in four undergraduate colleges, only 14 percent of the nonreturnees fell in the 18-19-year-old category. According to Tweddale (p. 12), this tends to cast doubt on the commonly held conception that primary retention efforts should be focused on the new entering high school graduates.

## METHOD

The institution under study was The University of Akron, located in Akron, Ohio. This 114-acre campus is centrally located in an industrial urban area of approximately 1.5

million persons. At the time of the study, the university enrolled more than 23,000 day and evening students in credit courses, with an additional 7,000 in "informal" adult education. The University of Akron is distinguished from the residential college or university in terms of its student population. The University of Akron, as with most typical urban post-secondary educational institutions, has a significant population of students who are older, working full or part-time, day and/or evening, living at home, first generation students who predominantly come from middle and lower class socio-economic backgrounds, and in a close relationship with the community in which the university is located.

The population under investigation included students who were enrolled during the Fall Semester, 1978, and either returned or failed to return to register for the Spring Semester, 1979. In addition, the population of enrolled undergraduate students in the Community and Technical College was investigated for this time period. The major focus of this study was determining the factors related to the attrition of students enrolled in this college based on age and sex differences. Accordingly, the population under study was also divided into enrollment status according to persistence and nonpersistence and sex/traditional-nontraditional status. A nontraditional student was considered for the purposes of this study to be age 25 or older.

The selection of participants in this study were those nonpersisters who returned a questionnaire designed for them specifically by the National Center for Higher Education Management Systems (NCHEMS) with slight variations made by the Retention Committee at the University, and those persisters who completed the questionnaire given to them and returned it. The questionnaire completed by the persister segment of the population was also designed by NCHEMS with slight modifications by the Retention Committee at The University of Akron (Bower & Myers, 1976; Byers, 1975).

The community and technical college has traditionally experienced big student attrition rates. Differentiating between male and female student persisters and nonpersisters should provide information for the establishment and verification of significant relationships of student characteristics and attrition rates in this college.

In terms of validity, two types were established for both instruments used in the study. Each of these two types of validity, namely, expert judge validity and content validity, are described in the following:

1. Expert judge validity was determined from the concurrent opinions of the members of the Retention Committee and the Office of the Assistant to the President at The

University of Akron, all well versed in the problems of conducting student attrition studies and knowledgeable about the unique characteristics of the University. Also, due to the nature of the original questionnaires, the basic structure of the instruments was developed by a team of experts on the NCHEMS staff specifically for the purpose of conducting attrition studies.

2. Content validity was established from the extensive work, preparation, and testing through pilot studies by the NCHEMS staff. The instruments proved not only successful in isolating certain reasons and degrees of satisfaction associated with college persistence and nonpersistence, but also proved equally adaptable and responsive to the unique needs and characteristics of the universities involved in the various pilot studies conducted by the NCHEMS staff.

Table 1 represents the data for undergraduate students who were enrolled in the Fall, 1978, and continued on to re-register in the Spring, 1979. The total number of persisters who were enrolled in the General College and Community and Technical College was 10,449. Table 2 and Figure 1 illustrate data for undergraduate students not

(INSERT TABLE 1 HERE)

enrolled spring 1979, but were enrolled fall 1978 as a percent of fall 1978 undergraduate enrollment.

(INSERT TABLE 2 AND FIGURE 1 HERE)

The variables that were considered for this study concern stated degree of satisfaction with The University

An F-test using multiple linear regression analysis was utilized to test for significance between the criterion variable student's sex and nontraditional/traditional student status and various demographic and questionnaire variables for 198 specific research hypothesis. The assigned alpha level of .05 for a two-tailed test was considered statistically significant. However, when the employment of the correction for multiple comparisons was necessary, the corresponding alpha level that was obtained was used before the specific research hypothesis was considered significant using the Newman and Fry (1972) method.

## RESULTS

The response rate was about 21 percent for nonpersisters and 28 percent for persisters. Tables 3 and 4 represents the data determined from the hypothesis testing. Specific research hypothesis 1 through 21 and 100 through 120 represent the testing results for degrees of satisfaction among nontraditional and traditional student nonpersisters listed in the order presented in the methods section, 22 through 46 and 121 through 145 illustrate testing results of reasons for leaving the University for nontraditional and traditional student nonpersisters. Hypotheses 47 through 62 and 146 through 161 present results of testing nontraditional and traditional student nonpersisters' demographic variables, and 63 through 83 and 162 through 182 are the results for the testing of student persisters' sample concerning degrees of satisfaction, while 84 through 99 and 183 through 198 are the results for student persisters' demographic data. Only 19 out of the 198 specific research hypothese were found to be significant. Discriminative

(INSERT TABLES 3 AND 4 HERE)

analysis was also completed between student nonpersister questionnaire respondents and nonrespondents on the demographic variables used in the study. The findings, all tested at the nondirectional, two-tailed alpha level of .05, were:

1. Black students were under represented in the sample of questionnaire respondents.

2. Questionnaire respondents were found to have a greater high school class rank and high school grade point average.

3. Student nonpersisters who answered the questionnaire were found to have a higher total ACT score than those student nonpersisters who did not return the questionnaire.

4. Student nonpersisters who returned the mailed questionnaire were enrolled for more hours of academic course work than nonreturning students who did not answer the questionnaire.

The results of the hypothesis testing for male traditional and nontraditional as well as female traditional and nontraditional student persisters and nonpersisters, indicate a number of statistically significant relationships. Findings concerning male student nonpersisters and persisters are:

1. A greater percentage of nonpersister , traditional students were at the freshman rank (58.0) than nontraditional students (46.3).

2. A greater percentage of nonpersister, traditional students were seeking the associate degree (90.1) as compared to nontraditional students (72.5).

3. Traditional, persisting students were generally less satisfied with registration processing (58.0 percent cited moderate to much satisfaction) than nontraditional students (86.9).

4. More nontraditional, persisting students enrolled for evening time days (97.9 percent) as compared to their traditional counterparts (60.0 percent).

5. More nontraditional, persisting students enrolled for part-time student loads (93.8 percent) than traditional students. (52.0).

6. Traditional, persisting students carried a larger semester hour course load (9.75) as compared to their nontraditional counterparts (6.08).

The research findings concerning female traditional and nontraditional student persisters and nonpersisters are:

1. Traditional, nonpersisting students cited greater dissatisfaction (56.5) percent listed no or little satisfaction) when compared to their nontraditional counterparts (16.9).

2. Nontraditional, persisting students were more satisfied (83.1 percent) with the intellectual stimulation at the University than traditional students (94.4).

3. Traditional, persisting students were less satisfied (12.4 percent cited little or no satisfaction) with the urban location of the school than nontraditional females (4.9).

4. Traditional persisting students cited greater moderate satisfaction (75.9 percent) with the quality of instruction than the nontraditional students (53.2).

5. Nontraditional, persisting students perceived greater satisfaction (32.3 percent cited much satisfaction) with class size than traditional counterparts (13.1).

6. A greater proportion of nontraditional, persisting students (84.4 percent) were enrolled in evening classes than traditional persisting females (51.5).

7. A greater proportion of nontraditional, persisting students (82.8 percent) were enrolled as part-time than traditional persisting females (55.7).

8. A greater percentage of nontraditional, persisting students (87.5) lived in the same county as compared to traditional female persisters (77.3).

9. Traditional persisters enrolled for more semester hours (9.32) than their nontraditional, female persister counterparts (6.52).

## SUMMARY

Although only 19 out of 198 research hypotheses that tested for discriminative relations between male and female nontraditional and traditional student persisters and nonpersisters, a number of interesting results were found. The female nontraditional persister appeared to be more satisfied with the University concerning the significant variables found in the study, greater proportion enrolled in the evening and part-time, enrolled for less hours, and lived closer to the school, than their traditional counterparts. The basic trend also held true for nontraditional persisting males.

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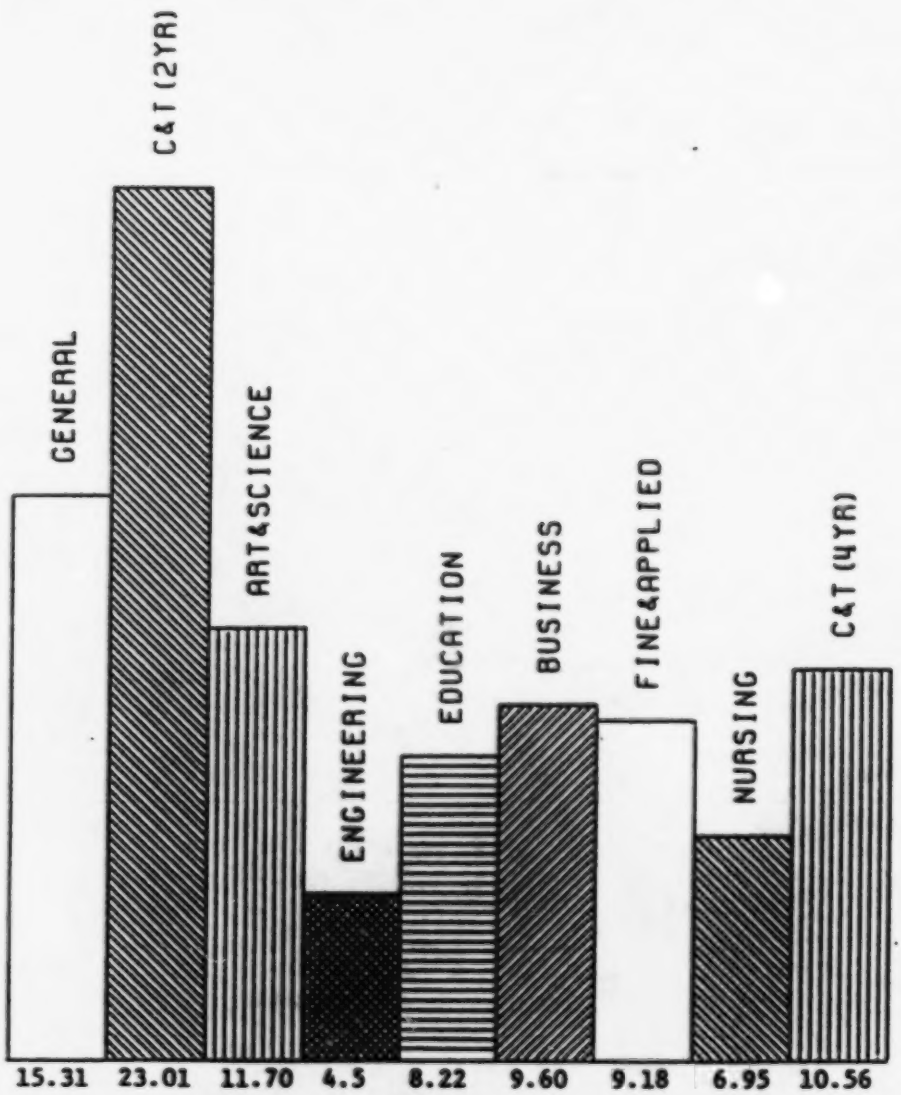
FIGURE 1

Total Undergraduate Students Not Enrolled Spring 1979
Who Were Enrolled Fall 1978 and Did Not Graduate
Nor Were On Academic Probation By College




PERCENTAGE OF FALL ENROLLMENT IN
THE COLLEGE

Source. Data obtained from Office of the Assistant to the President
The University of Akron.

TABLE 1

Continuing Students, Minus New Freshmen, At The University of Akron Spring Semester, 1979, by College, Daytime/Evening-Time Enrollment Status, and Sex (N=10,449)

| College | M/D[a] | M/E[b] | F/D[c] | F/E[d] | DT[e] | ET[f] |
|---|---|---|---|---|---|---|
| General College (N=6,730) | 2,885 | 602 | 2,573 | 670 | 5,458 | 1,272 |
| Community and Technical College (N=3,719) | 972 | 760 | 1,341 | 646 | 2,313 | 1,406 |
| TOTAL | 3,857 | 1,362 | 3,914 | 1,316 | 7,771 | 2,678 |

Note. Total students included only those students who did not graduate Spring Semester, 1979.

[a]Denotes male/daytime student

[b]Denotes male/evening-time student

[c]Denotes female/daytime student

[d]Denotes female/evening-time student

[e]Denotes daytime student

[f]Denotes evening-time student

TABLE 2

Undergraduate Students Not Enrolled Spring 1979 Who Were Enrolled Fall 1978 as a Percent of Fall 1978 Undergraduate Enrollment

| College | F.T.[a] Day[b] No. | % of Fall | P.T.[c] Day No. | % of Fall | All Day No. | % of Fall | F.T. Eve.[d] No. | % of Fall | P.T. Eve. No. | % of Fall | All Eve. No. | % of Fall | Total No. | % of Fall |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| General | 392 | 7.3 | 278 | 22.2 | 670 | 10.1 | 36 | 24.5 | 560 | 37.4 | 596 | 36.2 | 1,266 | 15.31 |
| Community & Technical (2 yr) | 152 | 9.3 | 223 | 25.8 | 375 | 15.0 | 19 | 14.7 | 578 | 36.3 | 597 | 34.7 | 972 | 23.01 |
| | | | | | | | | | | | SUB TOTAL | | 2,238 | 17.91 |
| Arts & Sciences | 41 | 6.2 | 38 | 16.0 | 79 | 8.8 | 4 | 16.7 | 50 | 23.3 | 54 | 22.6 | 133 | 11.70 |
| Engineering | 12 | 3.0 | 10 | 6.4 | 22 | 3.9 | 1 | 16.7 | 5 | 9.6 | 6 | 10.3 | 28 | 4.50 |
| Education | 17 | 3.1 | 20 | 8.6 | 37 | 4.8 | 1 | 3.2 | 40 | 28.4 | 41 | 23.8 | 78 | 8.22 |
| Business | 16 | 2.2 | 31 | 15.5 | 47 | 4.9 | 6 | 7.1 | 101 | 18.9 | 107 | 17.3 | 156 | 9.60 |
| Fine & Applied Arts | 18 | 3.4 | 27 | 15.1 | 45 | 6.4 | 3 | 13.6 | 26 | 32.9 | 29 | 28.7 | 74 | 9.18 |
| Nursing | 10 | 2.2 | 19 | 18.3 | 29 | 5.1 | 0 | N/A | 9 | 20.5 | 9 | 15.3 | 38 | 6.05 |
| Community & Technical College (4 yr) | 3 | 13.0 | 4 | 40.0 | 7 | 21.2 | 0 | N/A | 8 | 7.8 | 8 | 7.3 | 15 | 10.56 |
| | | | | | | | | | | | SUB TOTAL | | 522 | 8.83 |
| | | | | | | | | | | | GRAND TOTAL | | 2,760 | 15.00 |

Note. Data obtained from Office of the Assistant to the President, The University of Akron.

[a]denotes full-time student
[b]denotes day student
[c]denotes part-time student
[d]denotes evening student

TABLE 3

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Male Nontraditional and Male Traditional Nonpersisters, as Well as Between Male Nontraditional Persisters and Male Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 1[a] | 0.00773 | 0.0 | 1/83 | 0.64690 | .42352 | NS |
| 2[a] | 0.02888 | 0.0 | 1/88 | 2.61728 | .10929 | NS |
| 3[a] | 0.01960 | 0.0 | 1/72 | 1.45415 | .23181 | NS |
| 4[a] | 0.07875 | 0.0 | 1/22 | 1.88067 | .18407 | NS |
| 5[a] | 0.04995 | 0.0 | 1/28 | 1.47213 | .23513 | NS |
| 6[a] | 0.04018 | 0.0 | 1/34 | 1.42326 | .24112 | NS |
| 7[a] | 0.04625 | 0.0 | 1/41 | 1.98821 | .16607 | NS |
| 8[a] | 0.00022 | 0.0 | 1/47 | 0.01041 | .91917 | NS |
| 9[a] | 0.02251 | 0.0 | 1/76 | 1.74987 | .18985 | NS |
| 10[a] | 0.00314 | 0.0 | 1/76 | 0.23973 | .62581 | NS |
| 11[a] | 0.00094 | 0.0 | 1/23 | 0.02160 | .88442 | NS |
| 12[a] | 0.00625 | 0.0 | 1/81 | 0.50940 | .47745 | NS |
| 13[a] | 0.00250 | 0.0 | 1/86 | 0.21546 | .64369 | NS |
| 14[a] | 0.00019 | 0.0 | 1/83 | 0.01537 | .90163 | NS |
| 15[a] | 0.02284 | 0.0 | 1/55 | 1.28547 | .26180 | NS |
| 16[a] | 0.02899 | 0.0 | 1/82 | 2.44793 | .12153 | NS |

TABLE 3 (Cont.)

TABLE 3 (Cont.)

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Male Nontraditional and Male Traditional Nonpersisters, as Well as Between Male Nontraditional Persisters and Male Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 17[a] | 0.00623 | 0.0 | 1/86 | 0.53901 | .46484 | NS |
| 18[a] | 0.00424 | 0.0 | 1/85 | 0.36217 | .54890 | NS |
| 19[a] | 0.00048 | 0.0 | 1/83 | 0.04025 | .84148 | NS |
| 20[a] | 0.00193 | 0.0 | 1/81 | 0.15699 | .69298 | NS |
| 21[a] | 0.00394 | 0.0 | 1/77 | 0.30487 | .58244 | NS |
| 22[a] | 0.02834 | 0.0 | 1/83 | 2.42112 | .12351 | NS |
| 23[a] | 0.00919 | 0.0 | 1/83 | 0.76996 | .38286 | NS |
| 24[a] | 0.00147 | 0.0 | 1/83 | 0.12233 | .72741 | NS |
| 25[a] | 0.00420 | 0.0 | 1/82 | 0.34551 | .55828 | NS |
| 26[a] | 0.00133 | 0.0 | 1/82 | 0.10948 | .74158 | NS |
| 27[a] | 0.01556 | 0.0 | 1/83 | 1.31223 | .25528 | NS |
| 28[a] | 0.03277 | 0.0 | 1/83 | 2.81215 | .09732 | NS[d] |
| 29[a] | 0.01100 | 0.0 | 1/83 | 0.92333 | .33939 | NS |
| 30[a] | 0.00610 | 0.0 | 1/83 | 0.50900 | .47757 | NS |
| 31[a] | 0.01740 | 0.0 | 1/84 | 1.48715 | .22607 | NS |
| 32[a] | 0.00320 | 0.0 | 1/84 | 0.26972 | .60488 | NS |

TABLE 3 (Cont.)

TABLE 3 (Cont.)

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Male Nontraditional and Male Traditional Nonpersisters, as Well as Between Male Nontraditional Persisters and Male Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 33[a] | 0.01898 | 0.0 | 1/84 | 1.62553 | .20584 | NS |
| 34[a] | 0.00027 | 0.0 | 1/83 | 0.02256 | .88097 | NS |
| 35[a] | 0.00000 | 0.0 | 1/83 | 0.00012 | .99129 | NS |
| 36[a] | 0.03657 | 0.0 | 1/83 | 3.15052 | .07957 | NS[d] |
| 37[a] | 0.01742 | 0.0 | 1/83 | 1.47174 | .22851 | NS |
| 38[a] | 0.00006 | 0.0 | 1/82 | 0.00527 | .94231 | NS |
| 39[a] | 0.01629 | 0.0 | 1/83 | 1.37406 | .24447 | NS |
| 40[a] | 0.02350 | 0.0 | 1/82 | 1.97348 | .16386 | NS |
| 41[a] | 0.00083 | 0.0 | 1/83 | 0.06928 | .06928 | NS[d] |
| 42[a] | 0.01562 | 0.0 | 1/83 | 1.31683 | .25496 | NS |
| 43[a] | 0.00963 | 0.0 | 1/84 | 0.81698 | .36865 | NS |
| 44[a] | 0.00947 | 0.0 | 1/83 | 0.79363 | .37558 | NS |
| 45[a] | 0.00015 | 0.0 | 1/79 | 0.01212 | .91262 | NS |
| 46[a] | 0.02075 | 0.0 | 1/78 | 1.65317 | .20233 | NS |
| 47[b] | 0.05631 | 0.0 | 1/93 | 5.54976 | .02058 | NS[d] |
| 48[b] | 0.06799 | 0.0 | 1/93 | 6.78390 | .01071 | NS[d] |

TABLE 3 (Cont.)

TABLE 3 (Cont.)

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Male Nontraditional and Male Traditional Nonpersisters, as Well as Between Male Nontraditional Persisters and Male Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 49[b] | 0.05552 | 0.0 | 1/93 | 5.46645 | .02153 | NS[d] |
| 50[b] | 0.30120 | 0.0 | 1/2 | 0.86207 | .45118 | NS |
| 51[b] | 0.50439 | 0.0 | 1/89 | 90.57762 | .00000 | S |
| 52[b] | 0.00189 | 0.0 | 1/40 | 0.07563 | .78472 | NS |
| 53[b] | 0.10286 | 0.0 | 1/47 | 5.38878 | .02466 | NS[d] |
| 54[b] | 0.05755 | 0.0 | 1/35 | 2.13731 | .15267 | NS |
| 55[b] | | 0.0 | NOT | TESTABLE[c] | | |
| 56[b] | 0.09261 | 0.0 | 1/93 | 9.49197 | .00272 | S |
| 57[b] | 0.03770 | 0.0 | 1/93 | 3.64323 | .05938 | NS[d] |
| 58[b] | 0.07026 | 0.0 | 1/92 | 6.95204 | .00983 | NS[d] |
| 59[b] | 0.04031 | 0.0 | 1/93 | 3.90625 | .05107 | NS[d] |
| 60[b] | 0.00306 | 0.0 | 1/92 | 0.28238 | .59642 | NS |
| 61[b] | 0.09964 | 0.0 | 1/90 | 9.96004 | .00217 | S |
| 62[b] | 0.16687 | 0.0 | 1/17 | 3.40486 | .08251 | NS[d] |
| 63[a] | 0.00068 | 0.0 | 1/91 | 0.06154 | .80464 | NS |
| 64[a] | 0.11067 | 0.0 | 1/94 | 11.69778 | .00093 | S |

TABLE 3 (Cont.)

TABLE 3 (Cont.)

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Male Nontraditional and Male Traditional Nonpersisters, as Well as Between Male Nontraditional Persisters and Male Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 65[a] | 0.00566 | 0.0 | 1/85 | 0.48400 | .48851 | NS |
| 66[a] | 0.01825 | 0.0 | 1/27 | 0.50181 | .48475 | NS |
| 67[a] | 0.01349 | 0.0 | 1/45 | 0.61542 | .43686 | NS |
| 68[a] | 0.00216 | 0.0 | 1/44 | 0.09513 | .75920 | NS |
| 69[a] | 0.03961 | 0.0 | 1/58 | 2.39206 | .12739 | NS |
| 70[a] | 0.02670 | 0.0 | 1/58 | 1.59130 | .21219 | NS |
| 71[a] | 0.00971 | 0.0 | 1/86 | 0.84296 | .36112 | NS |
| 72[a] | 0.06876 | 0.0 | 1/90 | 6.69538 | .01157 | NS[d] |
| 73[a] | 0.01042 | 0.0 | 1/22 | 0.23158 | .63507 | NS |
| 74[a] | 0.00415 | 0.0 | 1/91 | 0.37878 | .53979 | NS |
| 75[a] | 0.00262 | 0.0 | 1/92 | 0.24211 | .62386 | NS |
| 76[a] | 0.01964 | 0.0 | 1/91 | 1.82294 | .18032 | NS |
| 77[a] | 0.00164 | 0.0 | 1/51 | 0.08354 | .77372 | NS |
| 78[a] | 0.01526 | 0.0 | 1/90 | 1.39436 | .24078 | NS |
| 79[a] | | 0.0 | NOT | TESTABLE[c] | | |
| 80[a] | 0.07676 | 0.0 | 1/90 | 7.48245 | .00751 | NS[d] |

TABLE 3 (Cont.)

TABLE 3 (Cont.)

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Male Nontraditional and Male Traditional Nonpersisters, as Well as Between Male Nontraditional Persisters and Male Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 81[a] | 0.00226 | 0.0 | 1/91 | 0.20576 | .65119 | NS |
| 82[a] | 0.00049 | 0.0 | 1/82 | 0.03999 | .84199 | NS |
| 83[a] | | 0.0 | NOT | TESTABLE[c] | | |
| 84[b] | 0.21338 | 0.0 | 1/96 | 26.04173 | .00000 | S |
| 85[b] | 0.21822 | 0.0 | 1/96 | 26.79729 | .00000 | S |
| 86[b] | 0.00743 | 0.0 | 1/94 | 0.70363 | .37333 | NS |
| 87[b] | 0.00244 | 0.0 | 1/17 | 0.04162 | .89074 | NS |
| 88[b] | 0.67504 | 0.0 | 1/87 | 180.72798 | .00000 | S |
| 89[b] | 0.02250 | 0.0 | 1/36 | 0.82868 | .36870 | NS |
| 90[b] | 0.12934 | 0.0 | 1/41 | 6.09047 | .01785 | NS[d] |
| 91[b] | 0.03465 | 0.0 | 1/32 | 1.14876 | .29181 | NS |
| 92[b] | 0.47248 | 0.0 | 1/2 | 1.79132 | .31263 | NS |
| 93[b] | 0.06988 | 0.0 | 1/96 | 7.21272 | .00853 | NS[d] |
| 94[b] | | 0.0 | NOT | TESTABLE[c] | | |
| 95[b] | 0.18528 | 0.0 | 1/96 | 21.83198 | .00000 | S |
| 96[b] | | 0.0 | NOT | TESTABLE[c] | | |

TABLE 3 (Cont.)

TABLE 3 (Cont.)

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Male Nontraditional and Male Traditional Nonpersisters, as Well as Between Male Nontraditional Persisters and Male Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 97[b] | 0.04530 | 0.0 | 1/96 | 4.55517 | .03537 | NS[d] |
| 98[b] | 0.08438 | 0.0 | 1/96 | 8.84723 | .00371 | NS[d] |
| 99[b] | 0.16374 | 0.0 | 1/31 | 6.06993 | .01951 | NS[d] |

[a]alpha corrected for multiple comparisons equal to 0.002

[b]alpha corrected for multiple comparisons equal to 0.003

[c]F-level or tolerance-level insufficient for computation

[d]approaching significance

TABLE 4

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Female Nontraditional and Female Traditional Nonpersisters, as Well as Female Nontraditional and Female Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 100[a] | 0.02492 | 0.0 | 1/94 | 2.40204 | .12454 | NS |
| 101[a] | 0.00314 | 0.0 | 1/103 | 0.32472 | .57001 | NS |
| 102[a] | 0.00022 | 0.0 | 1/82 | 0.01825 | .89287 | NS |
| 103[a] | 0.01003 | 0.0 | 1/23 | 0.23294 | .63388 | NS |
| 104[a] | 0.00148 | 0.0 | 1/44 | 0.06532 | .79965 | NS |
| 105[a] | 0.01190 | 0.0 | 1/38 | 0.45783 | .50273 | NS |
| 106[a] | 0.01937 | 0.0 | 1/47 | 0.92860 | .34015 | NS |
| 107[a] | 0.10272 | 0.0 | 1/53 | 6.06719 | .01706 | NS[d] |
| 108[a] | 0.02317 | 0.0 | 1/90 | 2.13464 | .14749 | NS |
| 109[a] | 0.00550 | 0.0 | 1/97 | 0.53619 | .46578 | NS |
| 110[a] | 0.01344 | 0.0 | 1/43 | 0.58577 | .44823 | NS |
| 111[a] | 0.00699 | 0.0 | 1/97 | 0.68293 | .41061 | NS |
| 112[a] | 0.03366 | 0.0 | 1/108 | 3.76241 | .05503 | NS[d] |
| 113[a] | 0.01208 | 0.0 | 1/102 | 1.24687 | .26677 | NS |
| 114[a] | 0.04294 | 0.0 | 1/72 | 3.23008 | .07649 | NS[d] |

TABLE 4 (Cont.)

TABLE 4 (Cont.)

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Female Nontraditional and Female Traditional Nonpersisters, as Well as Female Nontraditional and Female Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 115[a] | 0.13828 | 0.0 | 1/101 | 16.20681 | .00011 | S |
| 116[a] | 0.02666 | 0.0 | 1/100 | 2.73880 | .10107 | NS |
| 117[a] | 0.00902 | 0.0 | 1/106 | 0.96512 | .32814 | NS |
| 118[a] | 0.02833 | 0.0 | 1/98 | 2.85681 | .09417 | NS[d] |
| 119[a] | 0.01158 | 0.0 | 1/93 | 1.08922 | .29935 | NS |
| 120[a] | 0.06439 | 0.0 | 1/87 | 5.98769 | .01642 | NS[d] |
| 121[a] | 0.00155 | 0.0 | 1/101 | 0.15709 | .69269 | NS |
| 122[a] | 0.02770 | 0.0 | 1/101 | 2.87793 | .09289 | NS[d] |
| 123[a] | 0.00094 | 0.0 | 1/100 | 0.09388 | .75994 | NS |
| 124[a] | 0.00060 | 0.0 | 1/102 | 0.06121 | .80509 | NS |
| 125[a] | 0.00005 | 0.0 | 1/101 | 0.00459 | .94612 | NS |
| 126[a] | 0.00000 | 0.0 | 1/101 | 0.00001 | .99748 | NS |
| 127[a] | 0.01115 | 0.0 | 1/100 | 1.12801 | .29076 | NS |
| 128[a] | 0.00161 | 0.0 | 1/98 | 0.15849 | .69142 | NS |
| 129[a] | 0.00515 | 0.0 | 1/98 | 0.50712 | .47808 | NS |

TABLE 4 (Cont.)

TABLE 4 (Cont.)

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Female Nontraditional and Female Traditional Nonpersisters, as Well as Female Nontraditional and Female Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 130[a] | 0.00374 | 0.0 | 1/100 | 0.37540 | .54146 | NS |
| 131[a] | 0.03524 | 0.0 | 1/98 | 3.57994 | .06143 | NS[d] |
| 132[a] | 0.00326 | 0.0 | 1/100 | 0.32701 | .56871 | NS |
| 133[a] | 0.01443 | 0.0 | 1/100 | 1.46456 | .22906 | NS |
| 134[a] | 0.03478 | 0.0 | 1/99 | 3.56723. | .06186 | NS[d] |
| 135[a] | 0.02322 | 0.0 | 1/98 | 2.33007 | .13012 | NS |
| 136[a] | 0.03959 | 0.0 | 1/97 | 3.99810 | .04835 | NS[d] |
| 137[a] | 0.04017 | 0.0 | 1/99 | 4.14291 | .04448 | NS[d] |
| 138[a] | 0.01521 | 0.0 | 1/100 | 1.54412 | .21691 | NS |
| 139[a] | 0.01758 | 0.0 | 1/98 | 1.75317 | .18856 | NS |
| 140[a] | 0.01997 | 0.0 | 1/99 | 2.01760 | .15863 | NS |
| 141[a] | 0.08287 | 0.0 | 1/98 | 8.85540 | .00368 | NS[d] |
| 142[a] | 0.00003 | 0.0 | 1/100 | 0.00279 | .95798 | NS |
| 143[a] | 0.01883 | 0.0 | 1/100 | 1.91889 | .16906 | NS |
| 144[a] | 0.00961 | 0.0 | 1/99 | 0.96054 | .32944 | NS |
| 145[a] | 0.00057 | 0.0 | 1/92 | 0.05261 | .81909 | NS |

TABLE 4 (Cont.)

TABLE 4 (Cont.)

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Female Nontraditional and Female Traditional Nonpersisters, as Well as Female Nontraditional and Female Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 146[b] | 0.05319 | 0.0 | 1/112 | 6.29182 | .01356 | NS[d] |
| 147[b] | 0.01590 | 0.0 | 1/112 | 1.80933 | .18131 | NS |
| 148[b] | 0.04112 | 0.0 | 1/112 | 4.80313 | .03648 | NS[d] |
| 149[b] | | 0.0 | NOT | TESTABLE[c] | | |
| 150[b] | 0.50319 | 0.0 | 1/109 | 110.39913 | .00000 | S |
| 151[b] | 0.03341 | 0.0 | 1/46 | 1.58992 | .21369 | NS |
| 152[b] | 0.08375 | 0.0 | 1/49 | 4.47867 | .03943 | NS[d] |
| 153[b] | 0.05620 | 0.0 | 1/43 | 2.56048 | .11689 | NS |
| 154[b] | | 0.0 | NOT | TESTABLE[c] | | |
| 155[b] | 0.00912 | 0.0 | 1/112 | 1.03109 | .31209 | NS |
| 156[b] | 0.01508 | 0.0 | 1/112 | 1.71519 | .19299 | NS |
| 157[b] | 0.04218 | 0.0 | 1/111 | 4.88816 | .02909 | NS[d] |
| 158[b] | 0.00032 | 0.0 | 1/112 | 0.03565 | .85058 | NS |
| 159[b] | 0.00163 | 0.0 | 1/112 | 0.18243 | .67011 | NS |
| 160[b] | 0.02298 | 0.0 | 1/109 | 2.56322 | .11227 | NS |

TABLE 4 (Cont.)

TABLE 4 (Cont.)

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Female Nontraditional and Female Traditional Nonpersisters, as Well as Female Nontraditional and Female Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 161[b] | 0.08688 | 0.0 | 1/48 | 4.56713 | .03772 | NS[d] |
| 162[a] | 0.05178 | 0.0 | 1/143 | 7.80949 | .00591 | NS[d] |
| 163[a] | 0.09380 | 0.0 | 1/149 | 15.42279 | .00013 | S |
| 164[a] | 0.00211 | 0.0 | 1/121 | 0.25550 | .61415 | NS |
| 165[a] | 0.00966 | 0.0 | 1/34 | 0.33161 | .56850 | NS |
| 166[a] | 0.10048 | 0.0 | 1/57 | 6.36684 | .01444 | NS[d] |
| 167[a] | 0.05080 | 0.0 | 1/60 | 3.21086 | .07820 | NS[d] |
| 168[a] | 0.03932 | 0.0 | 1/75 | 3.06941 | .08387 | NS[d] |
| 169[a] | 0.01165 | 0.0 | 1/83 | 0.97820 | .32552 | NS |
| 170[a] | 0.06529 | 0.0 | 1/135 | 9.42971 | .00258 | S |
| 171[a] | 0.06270 | 0.0 | 1/139 | 9.29769 | .00275 | S |
| 172[a] | 0.01112 | 0.0 | 1/49 | 0.55084 | .46151 | NS |
| 173[a] | 0.02576 | 0.0 | 1/145 | 3.83450 | .05213 | NS[d] |
| 174[a] | 0.06427 | 0.0 | 1/147 | 10.09632 | .00181 | S |
| 175[a] | 0.06896 | 0.0 | 1/144 | 10.66625 | .00136 | S |
| 176[a] | 0.06324 | 0.0 | 1/91 | 6.14338 | .01504 | NS[d] |

TABLE 4 (Cont.)

TABLE 4 (Cont.)

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Female Nontraditional and Female Traditional Nonpersisters, as Well as Female Nontraditional and Female Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 177[a] | 0.04730 | 0.0 | 1/147 | 7.29808 | .00772 | NS[d] |
| 178[a] | 0.00712 | 0.0 | 1/133 | 0.95378 | .33053 | NS |
| 179[a] | 0.02229 | 0.0 | 1/147 | 3.35092 | .06919 | NS[d] |
| 180[a] | 0.00723 | 0.0 | 1/133 | 0.96846 | .32685 | NS |
| 181[a] | 0.03165 | 0.0 | 1/134 | 4.38004 | .03825 | NS[d] |
| 182[a] | 0.05350 | 0.0 | 1/136 | 7.68778 | .00634 | NS[d] |
| 183[b] | 0.11859 | 0.0 | 1/150 | 20.18134 | .00001 | S |
| 184[b] | 0.08129 | 0.0 | 1/150 | 13.27164 | .00037 | S |
| 185[b] | 0.03413 | 0.0 | 1/150 | 5.30077 | .02269 | NS[d] |
| 186[b] | 0.01755 | 0.0 | 1/30 | 0.53582 | .46983 | NS |
| 187[b] | 0.62517 | 0.0 | 1/144 | 240.17460 | .00000 | S |
| 188[b] | | 0.0 | NOT | TESTABLE[c] | | |
| 189[b] | 0.03063 | 0.0 | 1/70 | 2.21197 | .14143 | NS |
| 190[b] | 0.02895 | 0.0 | 1/59 | 1.75885 | .18988 | NS |
| 191[b] | | 0.0 | NOT | TESTABLE[c] | | |
| 192[b] | 0.00052 | 0.0 | 1/150 | 0.07865 | .77952 | NS |

TABLE 4 (Cont.)

TABLE 4 (Cont.)

Summary of F-Ratios, Probability Levels, $R^2$ for Both the Full and Restricted Models, Degrees of Freedom-Numerator, Degrees of Freedom-Denominator, and Significance for Each Research Hypothesis Testing Discriminative Relations Between Female Nontraditional and Female Traditional Nonpersisters, as Well as Female Nontraditional and Female Traditional Persisters, Enrolled in the Community and Technical College

| Hypothesis Number | $R^2_f$ | $R^2_r$ | df | F | Probability | Sign. |
|---|---|---|---|---|---|---|
| 193[b] | 0.00108 | 0.0 | 1/150 | 0.16161 | .68825 | NS |
| 194[b] | 0.10408 | 0.0 | 1/150 | 17.42603 | .00005 | S |
| 195[b] | 0.00607 | 0.0 | 1/150 | 0.91623 | .34001 | NS |
| 196[b] | 0.02713 | 0.0 | 1/150 | 4.18255 | .04259 | NS[d] |
| 197[b] | 0.00240 | 0.0 | 1/143 | 0.34467 | .55807 | NS |
| 198[b] | 0.01841 | 0.0 | 1/56 | 1.05017 | .30987 | NS |

[a]alpha corrected for multiple comparisons equal to 0.002

[b]alpha corrected for multiple comparisons equal to 0.003

[c]F-level or tolerance-level insufficient for computation

[d]approaching significance

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